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THE JUNIOR COLLEGE ENVIRONMENT--L.A.C.C. STUDENT AND FACULTY PREFERENCES, STUDENT PERCEPTIONS OF L.A C.C.

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THIS IS A PART OF A FEDERALLY FINANCED PROJECT, DESIGNED TO ANALYZE THE RELATIONSHIPS AMONG KEY CHARACTERISTICS OF THE COMMUNITY, THE COLLEGE ATMOSPHERE OR ENVIRONMENT, AND THE COLLEGE OUTPUT. LOS ANGELES CITY COLLEGE CONTRIBUTED DATA ON 200 STUDENTS AND 50 FACULTY MEMBERS, TAKEN FROM A 300-ITEM QUESTIONNAIRE. THIS SUMMARY REPORT, WHILE PERMITTING COMPARISON WITH OTHER PARTICIPATING COLLEGES, SHOWS PRIMARILY HOW LACC STUDENTS AND FACULTY PERCEIVE THEIR ENVIRONMENT, BOTH BY PREFERENCE AND IN REALITY. ONE GROUP OF 100 STUDENTS GAVE ONLY TRUE OR FALSE RESPONSES TO EACH ITEM OF DESCRIPTION CONCERNING THE SCHOOL. THE OTHER 100 AND THE 50 FACULTY MEMBERS INDICATED ONLY THEIR DEGREE OF PREFERENCE (ON A 5-POINT SCALE) FOR EACH ITEM. THE ITEMS WERE CLASSIFIED AS STUDENT OPINION, STUDENT PREFERENCE AND FACULTY PREFERENCE. IN THE STUDENT OPINION GROUP, AFTER FACTORIAL ANALYSIS OF THE ITEMS, LACC RANKED LOW ON CONVENTIONALITY, HIGH ON INTERNALIZATION, AND AT THE MEDIAN ON MATURATION, WHILE LEADING ALL 100 COLLEGES IN HUMANISM. THE STUDENT PREFERENCE SHOWED LACC AT THE 25TH PERCENTILE IN SCHOLARSHIP AND INTELLECTUAL ENVIRONMENT, AND AT THE 69TH PERCENTILE IN SOCIABILITY. FACULTY PREFERENCE WAS FOR RESPONSIBLE, ENERGETIC STUDENTS AND FACULTY, AND FOR SUCH COLLEGE SERVICES AS GUIDANCE AND JOB PLACEMENT, LIBRARIES, LABORATORIES, AND CULTURAL ACTIVITIES. TABLES SHOW LACC IN COMPARISON WITH THE OTHER PARTICIPATING COLLEGES AND DETAILS OF ITS OWN RESPONSES TO THE QUESTIONNAIRE. (HH)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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LOS ANGELES CITY COLLEGE

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UNIVERSITY OF CALIF.
LOS ANGELES

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PURPOSE OF THE STUDY

In April 1965, L.A.C.C. was invited to participate in a federally financed research project involving one hundred public junior colleges throughout the continental United States. The project, directed by Dr. Vernon L. Hendrix (then of the University of California), was designed "to analyze the relationships among key characteristics of the community, the characteristics of the college 'atmosphere' or environment, and the college output'."

The project was of major proportions, requiring three years to complete and culminating in a 413 page Final Report (Project #5-0770, Contract #0E 6-10-262, United States Office of Education Bureau of Research) a copy of which is available in the L.A.C.C. Research Office.

As part of its participation in the project, L.A.C.C. was requested to have 200 students and 50 faculty members respond to a 300 item instrument regarding the college environment. The instruments were administered as requested in November, 1965.

The purpose of this report is to inform the L.A.C.C. community as to how they collectively responded to these 300 items and to compare their responses with those from the other participating colleges.

PROCEDURE OF THE STUDY

Along with a copy of the final report of the project, the project director sent to L.A.C.C. computer printouts summarizing and analyzing L.A.C.C. responses to the 300 items. These printouts, together with selected sections of the Final Report, furnished the data on which this summary report is based.

Appreciation is expressed to Mr. Fred Machetanz, Coordinator of Institutional Research at Los Angeles Valley College, for supplying comparative figures for that institution.

It should be noted that this study is not a summary of the three year project, which studied interrelationships of community characteristics, college environmental characteristics, and student "output", using some rather formidable statistical analyses. It is a report indicating how, according to the federal project findings, LACC students and faculty perceive the junior college environment, both from a preferential and an existential viewpoint.

FINDINGS

The 300 item instrument was administered in November, 1965 to 200 LACC students and 50 faculty members. One group of 100 students were asked to simply respond true or false to each item, indicating whether or not the statement "is generally true or characteristic, is something which exists, occurs, or might occur, or is the way people tend to feel and act at your school." The second group of 100 students and the group of 50 faculty members were asked to indicate their preference for each item on a five point scale, with "1" indicating that the respondent would definitely prefer and enjoy immensely a junior college characterized by the statement and "5" indicating that the respondent would strongly not prefer or would be extremely uncomfortable in a junior college characterized by the statement. These three groups will be referred to as, respectively, Student Opinion, Student Preference, and Faculty Preference.

In selecting students and faculty to participate, we were requested to select representative samples as far as possible but to exclude first semester students. The student sample chosen included 40 students each from classes

in Education 1, Management 31, Sociology 2, English 3, and Astronomy 1. Faculty members who participated represented twenty-one different areas of the College.

Student Opinion

In the appendix to this report will be found a copy of the three hundred statements to which participants responded. Also in the appendix is a table comparing LACC responses with those of the entire one hundred colleges. The last three columns in the table indicate responses of the Student Opinion group, recording the percent of LACC students making each item true, the mean percent averaging true for all 100 colleges, and the standard deviation for all 100 colleges. Items on which the LACC percentage differs significantly (5% level) from the mean for all colleges are marked with an asterisk. With as many as 300 items, certainly some of the "significant" differences are due to chance. However, some insight into student opinion of the LACC environment may be gained by looking at those items where the differences in percents is great. Listed below are those items on which LACC responses differed significantly from the average response of all colleges. In parenthesis after each item is indicated whether the majority response was true or false, the percent of LACC students answering with that response and the mean percent of all 100 colleges answering with that response. They are listed in order of strength of feeling as indicated by higher percentages of LACC students marking true or false.

26. Students midterm and final grades are reported to parents. (False, 87, 41)
75. Students are expected to work out the details of their own programs in their own way. (True, 86, 54)
204. Student rooms are more likely to be decorated with pennants and pin-ups than with paintings, carvings, mobiles, fabrics, etc. (False, 77, 44)

5. Campus buildings are clearly marked by signs and directories. (True, 76, 56)
2. There is a well-organized and effective job placement office for the graduating students. (True, 72, 38)
183. Many faculty members have worked overseas or frequently traveled to other countries. (True, 72, 44)
187. Tutorial or honors programs are available for qualified students. (True, 72, 46)
289. A lecture by an outstanding literary critic would be poorly attended. (False, 72, 44)
239. There would be a capacity audience for a lecture by an outstanding philosopher or theologian. (True, 71, 40)
140. Programs of study about a particular area or region are offered - such as Latin American studies, Russian studies, etc. (True, 70, 28)
221. When students run a project or put on a show everybody knows about it. (False, 70, 42)
158. Faculty members are very business like in dealing with students. (True, 69, 50)
88. There are paintings or statues of nudes on campus. (False, 68, 90)
281. A number of student organizations sponsor discussions and demonstrations about national issues. (True, 67, 34)
208. New jokes and gags get around the campus in a hurry. (False, 66, 27)
286. Many students are interested in joining the Peace Corps or are planning, somehow, to spend time in another part of the world. (True, 66, 45)
238. Many student groups invite faculty members to lead special discussions. (True, 64, 41)
227. There is a great deal of borrowing and sharing among the students. (False, 63, 34)
143. Many faculty members are active in the local churches. (False, 62, 29)
32. Prizes are given for creative work in writing, music, painting, and other arts. (True, 61, 27)
300. Students frequently do things on the spur of the moment. (True, 61, 76)
39. There is a lot of interest here in poetry, music, painting, sculpture, architecture, etc. (True, 55, 27)
174. The instructors go out of their way to help you. (False, 55, 36)
211. Most students are pretty dissatisfied if they make less than a B grade. (False, 52, 70)
277. Students commonly share their problems. (False, 52, 70)
196. Most faculty members attend church regularly. (False, 50, 24)

Using factor analysis techniques, the project director identified from these student responses four "major dimensions which characterize public community junior colleges." These are:

(1) Conventional conformity

> This dimension appears to describe a community self-generated and self-maintained propriety...describes the college as a community in which persons actively participate in many ways and in varying degrees. The right to participate, however, must be earned through conforming to the group mores...The main motive...seems to be scholastic achievement, especially assimilating knowledge which will assist in functional performance of one's community roles...The general picture is one of friendly, worthwhile, socially desirable participation in groups, which in turn exacts a measure of control over the individual's range of activities."

L.A.C.C. ranked low on this scale, at the 13th percentile when compared to the 100 participating colleges. Valley College ranked at the 17th percentile.

(2) Internalization

> This dimension indicates an "awareness of social, cultural, political, artistic, philosophical issues and problems... generally as they either affect or might affect the individual pursuit of knowledge and understanding of historical, artistic, social, political and philosophical phenomena...Conflicting values and social conflicts are of major concern. The emphasis, however, is not toward finding answers or solutions to these problems in an intellectual sense, but understanding and adjusting to their presence as a matter of controlling one's own welfare."

L.A.C.C. ranked very high on this scale--at the 98th percentile. Valley College ranked even higher!

(3) Maturation

> "The third scale appears to be concerned primarily with what might be called growth, maturity, responsibility, etc... could describe 'junior college inner-directedness'...describes a college which definitely serves the function of developing self-direction in their students. Environmental presses emphasize independent and logical reasoning in order to develop internal motivation and direction toward practical ends."

On this scale, L.A.C.C. is just about at the median of the 100 colleges. Valley College ranked at the 30th percentile.

(4) Humanism

> "This factor seems to be describing a student body interested in discussing, sharing and debating ideas and theories of philosophy, politics, music, theology, etc. outside of the classroom...Although this connotes a cohesiveness among students with respect to academic activities, frequent interpersonal relations among students with respect to social activities do not exist."

On this dimension, L.A.C.C. ranked at the top of group of 100 colleges, Valley College ranks at the 94th percentile.

STUDENT PREFERENCE

The first three columns in the table in the Appendix refer to responses of the students requested to indicate on a 1 to 5 scale their preferences as to the desirability of the item. The first column indicates the L.A.C.C. mean, the second column the mean for all 100 colleges, and the third column the standard deviation of the scaled responses. Items for which the L.A.C.C. mean differs significantly from the overall mean are indicated by an asterisk. These items are listed below in order of L.A.C.C. preference (most preferred first). Following each item in parentheses is the average for L.A.C.C. followed by the average for all 100 colleges . Note that L.A.C.C. preference is greater than the all college average for only the first these items and less in the remaining twenty-one. (Low numbers indicate high preference).

147. A major aim of this institution is to produce cultivated men and women (1.6, 2.0)
199. Proper standards and ideals are emphasized in many courses (1.7, 2.1)
62. Prizes are given for outstanding student research papers. (2.2, 2.6)
222. Students spend a lot of time together at the snack bars, etc. (2,6, 2.0)
143. Many faculty members are active in the local churches. (2.8, 2.3)
72. There is a lot of excitement and restlessness just before holidays. (2.9, 2.4)
204. Student rooms are more likely to be decorated with pennants and pin-ups than with paintings, carvings, mobiles, fabrics, etc. (3.3, 2.8)
250. Few students bother with rubbers, hats, or special protection against the weather. (3.4, 2.9)

164. Learning what is in the text book is enough to pass most courses. (3.4, 2.9)
26. Students' midterm and final grades are reported to parents. (3.4, 2.7)
290. To most students here art is something to be studied rather than felt. (3.5, 3.0)
49. Bermuda shorts, pin-up pictures, etc. are common on this campus. (3.5, 2.9)
21. All freshmen must live in college approved housing. (3.5, 3.0)
284. The student newspaper rarely carries articles intended to stimulate discussion of philosophical or ethical matters. (3.6, 3.0)
241. Students occasionally plot some sort of escapade or rebellion. (3.7, 3.2)
297. Most student rooms are pretty messy. (3.8, 3.3)
292. The person who is always trying to "help out" is likely to be regarded as a nuisance. (3.8, 3.1)
289. A lecture by an outstanding literary critic would be poorly attended. (3.8, 3.3)
293. Students often start projects without trying to decide in advance how they will develop or where they will end. (3.9, 3.3)
135. Modern art and music get little attention here. (3.9, 3.4)
298. Many students seem to expect other people to adapt to them rather than trying to adapt themselves to others. (4.0, 3.5)
84. The expression of strong personal belief or conviction is pretty rare around here. (4.0, 3.5)
249. Students pay little attention to rules and regulations. (4.1, 3.6)
215. A lecture by an outstanding scientist would be poorly attended. (4.1, 3.7)

Two major dimensions were found by factor analyzing the data for student preferences, as follows:

(1) Scholarship and Intellectual Environment

> "...indicates a serious concern on the part of students in ideas and in pursuing knowledge...seems to measure more the desired conditions...that make this endeavor possible...than the existing attitudes...Students prefer enlightened and knowledgeable instructors who are interested in communicating their ideas to the students, a chance to actively participate in the learning process, and opportunities for independent thinking - free from the conventional bounds of the community."

On this scale, L.A.C.C. students preferences rated at the twenty fifth percentile, Valley College at the seventy second percentile.

(2) Sociability

> "This major dimension...seems primarily concerned with social relationships with other students, student activities, and many of the typically college enterprises, such as student government, rallies, demonstrations, etc.

L.A.C.C. ranked at the 69th percentile on this scale, Valley College at the 14th.*

FACULTY PREFERENCE

The middle three columns of the table in the Appendix refer to faculty responses on the preference scale described above. In comparing differences between L.A.C.C. faculty responses and the mean responses of faculty from all 100 colleges, it was found that statistically significant differences occurred for over two-thirds of the items. Correspondence with the project director on this point indicated he had "no reason to believe the FPS mean scores are incorrect" but that he would have them checked. Many of these mean scores appear to this observer not to be reasonable, so comparisons will not be made as in the other two sections. Instead, we shall list the twenty items to which the L.A.C.C. faculty reacted most strongly. The first ten items below list, in order of strength of response, the statements describing a college <u>preferred</u> by L.A.C.C. faculty. The second ten items list, in order of strength of response the statements most <u>repugnant</u> to L.A.C.C. faculty. Average L.A.C.C. score is indicated in parentheses.

Characteristics of a college L.A.C.C. faculty would <u>prefer</u> and <u>enjoy</u>:

29. (1.19) Counseling and guidance services are really personal, patient, and helpful.
15. (1.27) The library is one of the outstanding facilities on the campus.
21. (1.30) Distinguished speakers active in the fields of politics or foreign affairs, are often brought to the campus.

* Examination of the items indicate a "reverse" scale is probably appropriate on these two dimensions.

14. (1.33) Intellectually, this place is a lot different from high school.
67. (1.33) Laboratory facilities in the natural sciences are excellent.
165. (1.33) Most of the instructors are very thorough teachers and really probe into the fundamentals of their subjects.
16. (1.35) Important recognition is given to students who achieve scholastic honors.
235. (1.36) Many students here develop a strong sense of responsibility about their role in contemporary social and political life.
82. (1.38) Many famous people are brought to the campus for lectures, concerts, student discussions, etc.
2. (1.40) There is a well-organized and effective job placement office for the graduating students.

Characteristics of a college L.A.C.C. faculty would <u>not prefer</u> and would be <u>uncomfortable</u> in:

120. (4.85) Personality, pull, and bluff get students through many courses.
8. (4.80) There is a lot of apple-polishing around here.
172. (4.65) The way most exams are given it would be easy for a student to cheat if he wanted to.
170. (4.62) It is fairly easy to pass most courses without working very hard.
4. (4.58) Anyone who knows the right people in the faculty or administration can get a better break here.
249. (4.54) Students pay little attention to rules and regulations.
99. (4.47) There always seem to be a lot of little quarrels going on.
219. (4.47) Students who work hard for high grades are likely to be regarded as odd.
215. (4.46) A lecture by an outstanding scientist would be poorly attended.
210. (4.44) Betting games and pools are popular on the campus.

In factor analyzing the faculty preference data, two dimensions were found:

(1) Students

> "...seems to describe the type of student it would prefer to deal with...the faculty members seem to be describing a student population they would <u>not</u> prefer...a lack of concern for academic achievement...their main interests are demonstrating their newly found freedoms and participating in the social activities of the college...defiance of the established norms governing student activities."

On this scale, L.A.C.C. faculty averaged at the 82nd percentile, Valley College at the 20th.

(2) Liberal Arts

> "...a small friendly, intellectually active and socially responsible college community...a great stress on scholarship...students are personally motivated to pursue knowledge, to take an active part in their own education..."

L.A.C.C. faculty averaged at the 45th percentile on this dimension, Valley College at the 66th.

SUMMARY AND CONCLUSIONS

This report attempts to summarize L.A.C.C. student and faculty responses to a 300 item instrument administered in November, 1965 as part of a nation-wide junior college study.

Although there is some question as to certain of the data, the observations below seem to this observer to be pertinent and valid:

(1) L.A.C.C. students describe their college as one where students are expected to do many things for themselves, where more emphasis is placed by both students and faculty on world affairs and cultures than on campus activities, where the instructors are competent and businesslike but sometimes difficult to approach and where considerable learning takes place outside of the regular classroom program.

(2) In describing a college environment which they would like to be a part of, L.A.C.C. students prefer a serious, academically oriented student body, hope to learn much outside of the classroom, have little interest in socializing, expect much of their instructors but care little about their off-campus activities, and generally approve of an atmosphere conducive to individual learning activities. In short, L.A.C.C. student opinions of an "ideal" college are not considerably unlike their perceptions of L.A.C.C.

(3) L.A.C.C. faculty in describing their preferences for a college environment, place stress on competence of instructors, strong guidance and job placement programs, adequate facilities--especially library and laboratory--, an atmosphere to stimulate intellectual and cultural activities, and a responsible, mature student body.

APPENDIX

Appendix A:

Items included in Junior College Environment and Preference Scales.

1. Students quickly learn what is done and not done on this campus.
2. There is a well-organized and effective job placement for the graduating students.
3. Athletic facilities are modern and well-equipped.
4. Anyone who knows the right people in the faculty or administration can get a better break here.
5. Campus buildings are clearly marked by signs and directories.
6. Student organizations are closely supervised to guard against mistakes.
7. There are good facilities for learning vocationally useful skills and techniques.
8. There is a lot of apple-polishing around here.
9. Everyone has a lot of fun at this school.
10. Most people are aware of the financial status of students' families.
11. The library is well supplied with periodicals and books in the social sciences.
12. Students are allowed to help themselves to books in the library stacks.
13. Classes always meet, regardless of any conflicting student event or celebration.
14. Intellectually, this place is a lot different from high school.
15. The library is one of the outstanding facilities on the campus.
16. Important recognition is given to students who achieve scholastic honors.
17. New ideas and theories are encouraged and vigorously debated.
18. Research is considered important by a lot of people on this campus.
19. Quite a few students enter with advanced standing from high school.
20. The library frequently has special displays of rare books and other historical material.
21. All freshmen must live in college approved housing.
22. Very few things here arouse much excitement or feeling.
23. Most people here seem to be especially considerate of others.
24. The history and traditions of the college are strongly emphasized.
25. Some places on campus are nicely arranged for small informal gatherings.
26. Students' midterm and final grades are reported to parents.
27. There is a lot of group spirit.
28. In many buildings there are coffee lounges or other pleasant spots for conversation.
29. Counseling and guidance services are really personal, patient, and helpful.
30. Graduation is a pretty matter-of-fact, unemotional event.
31. Distinguished speakers, active in the fields of politics or foreign affairs, are often brought to the campus.
32. Prizes are given for creative work in writing, music, painting and other arts.
33. Channels for expressing students' complaints are readily accessible.
34. Special museums or collections are important possessions of the college.
35. Students are encouraged to be independent and individualistic.
36. The library has paintings and/or phonograph records which circulate widely among the students.
37. Discrimination in housing or in clubs, either on or near the campus, would not be permitted here.
38. Science labs, music rooms, art studios, etc., are often open evenings and weekends.
39. There is a lot of interest here in poetry, music painting, sculpture, architecture, etc.
40. The administration here doesn't seem to get upset or unusual ideas or behavior.
41. Some activities on campus, such as assemblies, lectures and debates, are concerned with aspects of religious life.
42. The administration expects students to dress properly.
43. People here are always trying to win an argument.
44. Students are expected to report any violation of rules and regulations.
45. The prevailing atmosphere is one of quiet good taste.
46. There are no liquor stores or taverns near the campus.

7. Nearby churches have an active interest in counseling and youth programs.
8. There are established rules of conduct for student activities, especially dating.
9. Bermuda shorts, pin-up pictures, etc. are common on this campus.
0. The college has a reputation for good manners.
1. Students are encouraged to criticize administrative policies and teaching practices.
2. Students must have written excuse for absence from class.
3. There is an impressive and prominently displayed exhibit of sports trophies on the campus.
4. This campus is regarded as a good place to meet future business or marriage partners.
5. Teaching machines and programmed instruction are available.
6. The important people at this school expect to show proper respect for them.
7. Student organizations are required to have a faculty advisor.
8. Fines and penalties for not getting done on time are fairly common.
9. Vocational guidance is a main activity of the counseling office.
0. Religious activities on campus stress service to God and obedience to His laws.
1. Excellence in scholarship is the dominant feature of this college.
2. Prizes are given for outstanding student research papers.
3. Most students find that the library is easy and convenient to use.
4. There are so many things to do here that students are busy all the time.
5. There are lots of quiet and comfortable places for students to study.
6. Qualified students can satisfy some course requirements by petition and examination.
7. Laboratory facilities in the natural sciences are excellent.
8. Students who don't make passing grades are quickly dropped from the school.
9. Typically the library is open until 10:30 p.m. or later.
70. The school is outstanding for the emphasis and support it gives to pure scholarship.
71. The school helps everyone get acquainted.
72. There is a lot of excitement and restlessness just before holidays.
73. Proper social forms and manners are important here.
74. The campus design, architecture, and landscaping suggest a friendly atmosphere.
75. Students are expected to work out the details of their own programs in their own way.
76. The main emphasis in freshmen orientation is on developing a sense of membership in the college community.
77. Resident students must get written permission to be away from the campus overnight.
78. Pleasant rooms are available for student clubs and other organizations.
79. Students are frequently reminded to take preventative measures against illness.
80. This school has a reputation for being very friendly.
81. Students are encouraged to take an active part in social reforms or political programs.
82. Many famous people are brought to the campus for lectures, concerts, student discussions, etc.
83. Students may be excused from regular course or departmental requirements to follow an approved program of independant study.
84. The expression of strong personal belief or conviction is pretty rare around here.
85. The student health center or counseling bureau includes psychiatric services.
86. This institution has an excellent reputation for academic freedom.
87. There are many facilities and opportunities for individual creative activity.
88. There are paintings or statues of nudes on the campus.
89. There is a regular place on the campus where students can make speeches about controversial issues.
90. Students are free to cut classes at their own discretion.
91. The administration seems especially concerned about protecting the institution from bad publicity.
92. Students here learn that they are not only expected to develop ideals but also to express them in action.
93. Student parties, whether in campus buildings or not, require administrative approval.

94. What is regarded as right and wrong is quite clear on this campus.
95. The Dean of Students office is mainly concerned with disciplinary matters.
96. Well established ways of doing things are important here.
97. Students ask permission before deviating from common policies or practices.
98. To rebel just for the sake of rebelling is regarded as pretty silly.
99. There always seem to be a lot of little quarrels going on.
100. Drinking and late parties are generally tolerated, despite regulations.
101. Education here tends to make students more practical and realistic.
102. Most faculty members really know the regulations and requirements that apply to student programs.
103. Frequent tests are given in most courses.
104. Faculty members are very punctual and expect the same from students.
105. The vocational value of many courses is emphasized.
106. In most classes every student is called on to recite.
107. The big college events arouse enthusiasm among the faculty as well as the students.
108. Because of definite program requirements, students have little free choice of electives.
109. In many classes students have an assigned seat.
110. Most people here feel that applied courses such as teacher training, business, physical education, etc - are an important part of college education.
111. Standards set by the instructors are not particularly hard to achieve.
112. Many faculty members spend a great deal of time reading research journals in their field.
113. Courses, examinations, and readings are frequently revised.
114. Most courses require intensive study and preparation out of class.
115. Careful reasoning and clear logic are valued most highly in grading student papers, reports, or discussions.
116. The instructors really push the students' capacities to the limit.
117. Examinations here provide a genuine measure of a student's achievement and understanding.
118. Class discussions are typically vigorous and intense.
119. Course offerings and faculty in the natural sciences are outstanding.
120. Personality, pull, and bluff get students through many courses.
121. There are always a lot of faculty members at student events - such as sports, parties, concerts, plays.
122. In most classes the atmosphere is very friendly.
123. Many courses are designed to prepare students for well informed citizenship.
124. Few instructors really grade on the curve.
125. After a particularly good course students often applaud the instructor.
126. There are courses or voluntary seminars that deal with problems of marriage and the family.
127. Faculty members rarely or never call students by their first names.
128. In some courses students have an opportunity to organize a group project.
129. Some of the best-liked faculty members have devoted most of their careers to this institution.
130. Many faculty members are active in community work - churches, charities, schools, service clubs, etc.
131. Many of the natural science professors are actively engaged in research.
132. Instructors often divert class discussions from the main topic to interesting sidelines.
133. Course offerings and faculty in the social sciences are outstanding.
134. Students can take a semester or year abroad as part of their regular program.
135. Modern art and music get little attention here.
136. Most of the instructors are dedicated scholars in their fields.
137. There is considerable interest in the analysis of value systems, and the relativity of societies and ethics.
138. Many instructors constantly push students into questioning traditional assumptions in politics and philisophy.

139. There are a good many colorful and controversial figures on the faculty.
140. Programs of study about a particular area or region are offered - such as Latin American studies, Russian studies, etc.
141. Faculty members are always polite and proper in their relations with students.
142. In most courses students have a pretty good basis for knowing what their grade will be, even before the final exam.
143. Many faculty members are active in the local churches.
144. Many instructors require students to submit an outline before writing a term paper or report.
145. Students are always quiet and attentive in class.
146. In general education courses there is more emphasis on consistency than on controversy.
147. A major aim of this institution is to produce cultivated men and women.
148. It is easy to take clear notes in most courses.
149. Most instructors think of themselves as no different from other adults in the community.
150. Courses in religion are available for credit.
151. Most faculty members eem to prefer the tangible and realistic, rather than the theoretical.
152. The instructors regularly check up on the students to make sure that assignments are being carried out properly and on time.
153. Many faculty members are involved in services or consulting activities for outside groups, businesses, adult education, etc.
154. Some of the instructors react to questions in class as if the students were criticizing them personally.
155. The college offers many really practical courses such as typing, report writing, etc.
156. Instructors will sometimes increase a student's grade if they think he has worked especially hard and conscientiously.
157. Many courses stress the speculative or abstract rather than the concrete and tangible.
158. Faculty members are very business-like in dealing with students.
159. In some classes there are frequent recitations and drills.
160. The values most stressed here are open-mindedness and objectivity.
161. Most courses are a real intellectual challenge.
162. Faculty members seem to enjoy disagreeing with their colleagues.
163. Instructors usually take attendance in class.
164. Learning what is in the text book is enough to pass most courses.
165. Most of the instructors are very thorough teachers and really probe into the fundamentals of their subjects.
166. There is a lot of interest in the philosophy and methods of science.
167. Everyone knows the "snap" courses to take and the tough ones to avoid.
168. In their own lives, faculty members are excellent examples of scholarship and intellectual interests.
169. Students almost always wait to be called on before speaking in class.
170. It is fairly easy to pass most courses without working very hard.
171. Most of the faculty are not interested in students' personal problems.
172. The way most exams are given tI would be easy for a student to cheat if he wanted to.
173. Many instructors assign projects which call for group work.
174. The instructors go out of their way to help you.
175. The college regards training people for service to the community as one of its major responsabilities.
176. In most classes students quickly learn everyone's name.
177. Students often run errands or do other personal services for the faculty.
178. There are courses or voluntary seminars that deal with problems of social adjustment.
179. A number of students get well acquainted with faculty members' families.
180. There are courses which involve students in activities with groups or agencies in the local community.

181. Many of the social science professors are actively engaged in research.
182. There is a lot of variety and innovation in the way many courses are taught.
183. Many faculty members have worked overseas or frequently traveled to other countries.
184. The school offers many opportunities for students to understand and criticize important works in art, music, and drama.
185. An open display of emotion would embarrass most faculty members.
186. Many instructors permit and sometimes welcome class discussion of materials that are outside their field of specialization.
187. Tutorial or honors programs are available for qualified students.
188. Quite a few faculty members have had varied and unusual careers.
189. A lot of student discussion is generated by courses in government, politics, and international relations.
190. Many instructors encourage students to write themes or reports which analyze personal experience.
191. There are a numb3r of prominent faculty members who play a significant role in national or local politics.
192. Faculty members always wear coats and ties on the campus.
193. In many classes there is a course outline or study guide for the students.
194. In most exams the emphasis is on knowing the correct answers rather than on being able to defend a point of view.
195. Courses that fulfill general education or distribution requirements fit together to give students a well rounded experience.
196. Most faculty members attend church regularly.
197. In literature, drama, and music the main emphasis is on the classics.
198. Instructors clearly explain the goals and purposes of their courses.
199. Proper standards and ideals are emphasized in many courses.
200. Faculty members are never sarcastic in class.
201. Student pep rallies, parades, dances, carnivals or demonstrations occur very rarely.
202. Most students know who's who in campus politics.
203. Most students want to get a degree because of its economic value.
204. Student rooms are more likely to be decorated with pennants and pin-ups than with paintings, carvings, mobiles, fabrics, etc.
205. Campus leaders really know how to get things done.
206. The big college events draw a lot of student enthusiasm and support.
207. Many students try to pattern themselves after people they admire.
208. New jokes and gags get around the campus in a hurry.
209. Students typically help one another with their lessons.
210. Betting games and pools are popular on the campus.
211. Most students are pretty dissatisfied if they make less than a B grade.
212. Many students belong to departmental clubs: French club, philosophy club, math. club,etc.
213. The hopes and plans of most students emphasize a lot more than job security, family happiness, and good citizenship.
214. Students put a lot of energy into everything they do - in class and out.
215. A lecture by an outstanding scientist would be poorly attended.
216. People around here seem to thrive on difficulty - the tougher things get, the harder they work.
217. Many students play chess, work double-crostics, and enjoy other abstract games.
218. Even in social groups students are more likely to talk about their studies than about other things.
219. Students who work hard for high grades are likely to be regarded as odd.
220. Long, serious, intellectual discussions are common among the students.
221. When students run a project or put on a show everybody knows about it.

222. Students spend a lot of time together at the snack bars, taverns, and in one another's rooms or homes.
223. Many upperclassmen play an active role in helping new students adjust to campus life.
224. Activities in student organizations are carefully and clearly planned.
225. Most students seem to have a genuine affection for this school.
226. There are often spontaneous little parties to celebrate pleasant events.
227. There is a great deal of borrowing and sharing among the students.
228. There are definite times each week when dining is made a gracious social event.
229. Students exert considerable pressure on one another to live up to the expected codes of conduct.
230. It's easy to get a group together for card games, singing, going to the movies, etc.
231. Many students have traveled overseas.
232. Concerts and art exhibits always draw big crowds of students.
233. A controversial speaker always stirs up a lot of student discussion.
234. Students like to browse in book stores.
235. Many students here develop a strong sense of responsibility about their role in contemporary social and political life.
236. Public debates are held frequently.
237. Groups of students sometimes spend all day at an art gallery.
238. Many student groups invite faculty members to lead special discussions.
239. There would be a capacity audience for a lecture by an outstanding philosopher or theologian.
240. Students are actively concerned about national and international affairs.
241. Students occasionally plot some sort of escapade or rebellion.
242. Rough games and contact sports are an important part of intramural athletics.
243. Students rarely get drunk and disorderly.
244. Student publications never lampoon dignified people or institutions.
245. Nearly all students expect to achieve future fame or wealth.
246. Students are conscientious about taking good care of school property.
247. Student parties are colorful and lively.
248. Some of the most popular students have a knack for making witty, subtle remarks with a slightly sexy tinge.
249. Students pay little attention to rules and regulations.
250. Few students bother with rubbers, hats, or other special protection against the weather.
251. Students spend a lot of time worrying about what kind of jobs they can get.
252. There are lots of dances, parties, and social activities.
253. New fads and phrases are continually springing up among the students.
254. There is a recognized group of student leaders on this campus.
255. Many student organizations have fund-raising projects.
256. There is an extensive program of intramural sports and informal athletic activities.
257. Students take a great deal of pride in their personal appearance.
258. Student elections generate a lot of intense campaigning and strong feeling.
259. It's important socially here to be in the right club or group.
260. Most students are interested in business, engineering management, and other practical careers.
261. Students set high standards of achievement for themselves.
262. The main emphasis in most departmental clubs is to promote interest and scholarship in the field.
263. Most students have an ability to concentrate intensely over a long period of time.
264. Student government is more concerned with academic than with social affairs.

265. Students are sometimes noisy and inattentive at concerts and lectures.
266. There is very little studying here over the week-ends.
267. Election to a science honorary society is a real mark of distinction.
268. Most students here are really bright.
269. Few students here would ever work or play to the point of exhaustion.
270. Students are very serious and purposeful about their work.
271. Groups of students from the college often get together for parties or visits during holidays.
272. Students have many opportunities to develop skill in organizing and directing the work of others.
273. Many students are interested in and give support to such causes as Red Cross, Campus Chest, CARE, or Blood Banks.
274. In student activities and organizations there is a strong feeling of group loyalty.
275. There are frequent informal social gatherings.
276. Most of the students here are pretty happy.
277. Students commonly share their problems.
278. Student groups often meet in faculty members' homes.
279. Most students respond to ideas and events in a pretty cool and detatched way.
280. Student organizations are very open and friendly and not at all exclusive.
281. A number of student organizations sponsor discussions and demonstrations about national issues.
282. Groups of students sometimes spend all evening listening to classical records.
283. Quite a few students develop close friendships with foreign students.
284. The student newspaper rarely carries articles intended to stimulate discussion of philosophical or ethical matters.
285. Student chorus, orchestra, and theater groups are really excellent.
286. Many students are interested in joining the Peace Corps or are planning, somehow, to spend time in another part of the world.
287. Most students regularly read the newspapers and weekly news magazines.
288. Few students are planning post-graduate work in the social sciences.
289. A lecture by an outstanding literary critic would be poorly attended.
290. To most students here art is something to be studied rather than felt.
291. Spontaneous student rallies and demonstrations occur frequently.
292. The person who is always trying to "help out" is likely to be regarded as a nuisance.
293. Students often start projects without trying to decide in advance how they will develop or where they will end.
294. Many students drive sports cars.
295. Most students show a good deal of caution and self-control in their behavior.
296. Society orchestras are more popular here than jazz bands or novelty groups.
297. Most student rooms are pretty messy.
298. Many students seem to expect other people to adapt to them rather than trying to adapt themselves to others.
299. Dormitory raids, water fights, and other student pranks would be unthinkable here.
300. Students frequently do things on the spur of the moment.

Appendix B:

Summary of L.A.C.C. and 100 Colleges' Responses

Item	Student Preferences				Faculty Preferences				Student Opinion		
Item	Mean LACC (n=100)	Mean 100 Colleges	Std. Dev. 100 Colleges		Mean LACC (n=50)	Mean 100 Colleges	Std. Dev. 100 Colleges		% Ans. True LACC (n=100)	% Ans. True 100 Colleges	Std. Dev. 100 Colleges
1	1.8	1.7	1.0		1.6	2.3	1.2	*	73	83	7.6
2	1.4	1.6	1.0		1.4	1.9	1.0	*	72	38	17.1
3	1.7	1.8	1.0		2.1	1.8	1.0		76	56	26.0
4	4.3	4.1	1.4		4.6	2.8	1.4	*	37	33	9.4
5	1.5	1.5	1.0		1.6	2.5	1.3	*	90	57	17.2
6	2.6	2.7	1.3		3.0	2.0	1.1	*	63	67	10.1
7	1.5	1.6	.9		1.8	2.0	1.2		84	74	13.1
8	4.2	4.1	1.3		4.8	2.8	1.4	*	31	37	11.2
9	2.2	1.9	1.1		2.6	2.5	1.4		47	52	10.1
10	3.9	3.6	1.3		3.3	2.6	1.2	*	24	28	7.7
11	1.4	1.6	.9		1.4	2.4	1.2	*	91	77	11.0
12	1.8	1.8	1.2		1.8	2.6	1.2	*	80	82	12.8
13	3.0	3.2	1.5		2.8	2.2	1.1	*	72	55	16.3
14	1.5	1.6	1.0		1.3	2.3	1.2	*	68	70	8.6
15	1.5	1.6	.9		1.3	2.5	1.4	*	71	61	18.8
16	1.6	1.8	1.0		1.4	2.0	1.1	*	74	69	11.3
17	1.6	1.8	1.0		1.5	2.1	1.1	*	49	47	11.3
18	2.0	2.1	1.0		2.9	2.0	1.1	*	51	53	9.3
19	2.4	2.6	1.1		2.3	2.6	1.3		52	50	10.4
20	1.8	2.0	1.1		1.6	2.1	1.1	*	53	31	14.4
21	3.5	3.0	1.6	*	3.3	2.4	1.3	*	2	28	24.3
22	4.0	3.9	1.4		4.3	2.3	1.3	*	61	57	10.9
23	1.6	1.6	1.0		1.4	2.2	1.2	*	58	63	10.9
24	2.4	2.5	1.2		2.3	2.8	1.2	*	18	28	13.5
25	1.8	1.6	.9		1.7	2.4	1.4	*	83	66	13.9
26	3.4	2.7	1.4	*	3.3	2.5	1.3	*	13	60	29.2
27	1.9	1.8	1.1		2.0	1.8	.9		27	35	13.6
28	1.8	1.7	1.0		1.8	2.3	1.1	*	48	49	17.5
29	1.3	1.4	.9		1.2	2.4	1.3	*	67	73	10.3
30	3.5	3.3	1.4		3.6	3.0	1.5	*	76	56	11.9
31	1.5	1.8	1.1		1.3	2.4	1.2	*	85	52	22.7
32	2.1	2.2	1.1		1.8	2.0	1.0		61	27	14.5
33	1.7	1.7	1.0		1.7	2.1	1.0	*	57	54	11.9
34	2.1	2.2	1.1		2.1	2.4	1.3		29	18	14.5
35	1.7	1.7	1.0		1.8	2.7	1.4	*	63	66	9.1

	Student Preferences				Faculty Preferences				Student Opinion			
Item	Mean LACC (n=100)	Mean 100 Colleges	Std. Dev. 100 Colleges		Mean LACC (n=50)	Mean 100 Colleges	Std. Dev. 100 Colleges		% Ans. True LACC (n=100)	% Ans. True 100 Colleges	Std. Dev. 100 Colleges	
36	2.0	2.2	1.1		2.1	2.2	1.1		16	23	16.4	
37	1.6	2.0	1.3		1.9	2.2	1.1		77	74	7.7	
38	1.7	1.7	1.0		1.8	2.3	1.2	*	34	33	13.2	
39	1.9	2.3	1.1		1.6	3.3	1.5	*	55	27	12.7	*
40	2.6	2.5	1.4		2.0	2.4	1.4	*	61	42	11.9	
41	2.5	2.5	1.3		2.5	1.9	1.0	*	60	45	20.3	
42	1.9	2.2	1.3		1.9	2.4	1.2	*	85	85	11.9	
43	3.6	3.3	1.3		4.0	2.4	1.2	*	39	38	8.4	
44	3.3	3.2	1.4		3.2	2.7	1.4	*	35	48	14.3	
45	1.8	1.9	1.1		1.7	1.7	.9		61	61	12.9	
46	2.4	2.6	1.4		2.2	2.1	1.0		37	55	21.2	
47	2.4	2.2	1.1		2.2	2.4	1.3		57	56	18.2	
48	3.7	3.3	1.5		2.8	2.7	1.3		15	27	17.7	
49	3.5	2.9	1.4	*	3.9	3.2	1.4	*	16	33	21.6	
50	1.6	1.7	.9		1.6	2.9	1.4	*	63	75	11.2	
51	2.7	2.4	1.3		3.0	3.3	1.3		32	32	9.3	
52	3.8	3.6	1.5		4.1	3.0	1.5	*	15	32	20.7	
53	2.5	2.2	1.1		3.0	2.4	1.3	*	34	53	27.5	
54	2.6	2.6	1.2		2.9	2.2	1.1	*	29	35	10.8	
55	2.1	2.1	1.2		1.9	1.8	.9		44	45	15.9	
56	2.9	2.9	1.4		3.1	2.4	1.1	*	63	73	8.0	
57	2.2	2.1	1.2		1.8	2.5	1.3	*	87	91	4.7	
58	3.4	3.2	1.4		3.4	2.5	1.4	*	39	48	12.1	
59	1.9	2.1	1.2		2.5	2.3	1.2		70	63	8.8	
60	2.8	2.6	1.3		3.4	2.8	1.5	*	37	46	21.2	
61	2.2	2.2	1.1		1.8	2.3	1.2	*	42	43	11.1	
62	2.2	2.6	1.2		2.3	2.0	1.1		11	8	5.3	
63	1.3	1.4	.9		1.2	1.8	1.0	*	88	81	11.9	
64	2.2	2.3	1.3		2.2	2.8	1.5	*	34	30	8.6	
65	1.3	1.5	.9		1.3	2.4	1.3	*	64	39	14.0	
66	1.9	2.1	1.2		1.8	2.0	1.1		35	35	11.2	
67	1.6	1.7	1.0		1.4	1.9	1.2	*	64	60	16.5	
68	3.4	3.1	1.4		2.6	2.9	1.5		31	37	13.0	
69	1.8	1.9	1.2		2.0	2.5	1.4	*	30	19	12.0	
70	2.3	2.3	1.1		1.9	2.6	1.2	*	33	36	10.8	

	Student Preferences				Faculty Preferences				Student Opinion			
Item	Mean LACC (n=100)	Mean 100 Colleges	Std. Dev. 100 Colleges		Mean LACC (n=50)	Mean 100 Colleges	Std. 100 Colleges		% Ans. True LACC (n=100)	% Ans. True 100 Colleges	Std. Dev. 100 Colleges	
71	2.0	2.0	1.1		2.0	2.3	1.2		29	54	14.9	
72	2.9	2.4	1.1	*	3.3	2.6	1.2	*	61	81	8.5	
73	2.3	2.4	1.2		2.3	2.2	1.1		37	47	12.2	
74.	1.7	1.7	.9		1.7	2.2	1.2	*	85	72	20.1	
75	3.1	3.0	1.4		3.2	2.6	1.4	*	86	54	10.8	*
76	2.1	2.1	1.1		2.3	2.0	1.0		52	66	11.4	
77	3.4	3.4	1.5		3.1	2.2	1.2	*	5	21	20.6	
78	1.8	1.8	1.0		1.7	2.0	1.1		67	52	14.8	
79	2.3	2.5	1.2		2.1	2.7	1.3	*	56	35	11.3	
80	1.6	1.7	.9		1.5	2.2	1.1	*	56	71	11.0	
81	2.5	2.5	1.1		2.3	2.3	1.3		57	48	10.9	
82	1.5	1.8	1.0		1.4	2.4	1.4	*	77	41	21.9	
83	2.3	2.3	1.2		2.5	2.3	1.2		26	28	8.0	
84	4.0	3.5	1.4		4.0	2.8	1.3	*	40	47	8.8	
85	2.1	2.3	1.2		2.1	2.4	1.4		24	18	13.1	
86	1.7	1.9	1.0		1.5	2.5	1.3	*	71	56	10.0	
87	1.6	1.8	1.0		1.5	1.8	.9		64	41	13.6	
88	3.1	3.1	1.2		3.0	2.3	1.1	*	32	10	8.8	*
89	2.2	2.4	1.2		2.5	2.3	1.3		26	19	12.1	
90	2.4	2.6	1.4		3.1	3.1	1.4		54	54	15.1	
91	2.6	2.6	1.3		3.0	2.4	1.2	*	66	76	9.0	
92	1.9	2.0	1.1		2.0	1.9	.9		57	64	8.8	
93	3.3	3.2	1.6		2.3	2.1	1.1		44	47	15.6	
94	2.1	2.2	1.2		2.7	2.3	1.4	*	54	65	11.7	
95	3.4	3.3	1.3		3.7	2.7	1.5	*	31	36	13.6	
96	2.5	2.6	1.3		2.9	2.2	1.2	*	71	59	10.8	
97	2.4	2.7	1.3		2.6	2.2	1.1	*	44	56	9.9	
98	1.9	2.0	1.3		2.2	2.3	1.2		80	86	5.2	
99	4.0	3.8	1.2		4.5	3.3	1.5	*	23	24	8.8	
100	3.5	3.3	1.5		4.2	2.3	1.4	*	23	39	13.1	
101	1.7	1.7	1.0		1.7	1.9	1.0		87	81	6.0	
102	1.8	1.8	.9		1.6	2.4	1.3	*	74	78	8.0	
103	2.0	2.1	1.1		1.9	2.3	1.2	*	83	75	9.6	
104	1.9	1.9	1.1		1.6	2.8	1.4	*	76	75	9.2	
105	2.1	2.0	1.0		2.2	1.6	.8	*	77	64	9.6	
106	2.7	2.9	1.3		2.5	2.2	1.0		34	39	11.6	

	Student Preferences				Faculty Preferences				Student Opinion		
Item	Mean LACC (n=100)	Mean 100 Colleges	Std. Dev.100 Colleges		Mean LACC (n=50)	Mean 100 Colleges	Std. Dev. 100 Colleges		% Ans. True LACC (n=100)	% Ans. True 100 Colleges	Std. Dev. 100 Colleges
107	1.9	1.8	1.0		2.0	2.4	1.3	*	38	53	12.6
108	4.1	3.8	1.3		3.9	2.7	1.3	*	35	35	14.1
109	3.1	3.3	1.4		2.8	3.1	1.4		88	61	18.8
110	2.1	2.1	1.1		2.1	2.8	1.5	*	79	78	9.3
111	2.5	2.6	1.3		3.8	3.3	1.3	*	67	59	7.6
112	2.2	2.1	1.0		2.1	3.0	1.4	*	66	71	7.1
113	1.8	2.0	1.1		1.5	2.5	1.3	*	69	70	7.5
114	2.7	2.6	1.2		1.9	2.2	1.1		82	77	7.6
115	1.6	1.7	.9		1.6	1.8	.9		74	79	6.5
116	2.5	2.8	1.4		1.9	2.3	1.1	*	32	36	7.8
117	1.7	1.8	1.1		1.5	2.5	1.3	*	57	64	8.3
118	1.7	1.9	1.0		1.9	2.6	1.3	*	44	40	9.3
119	1.7	2.0	1.0		1.5	2.2	1.2	*	68	53	12.9
120	4.3	4.1	1.3		4.9	2.8	1.4	*	27	36	9.9
121	2.1	2.1	1.1		2.2	2.2	1.3		40	63	13.2
122	1.4	1.5	.8		1.5	2.1	1.1	*	84	88	5.4
123	1.7	1.8			1.5	1.8	1.0		73	76	8.0
124	3.0	2.9	1.3		2.3	2.8	1.4	*	48	52	15.4
125	3.1	3.2	1.4		2.3	2.4	1.3		20	15	5.7
126	2.0	2.1	1.1		1.8	2.0	1.3		60	46	23.4
127	3.0	3.2	1.3		3.2	2.0	1.2	*	67	45	17.3
128	2.1	2.1	1.0		1.9	2.9	1.4	*	72	64	10.8
129	2.1	2.1	1.0		1.9	2.5	1.4	*	79	64	11.9
130	2.4	2.2	1.0		2.1	2.6	1.2	*	60	74	9.7
131	2.2	2.2	1.0		2.4	2.4	1.2		55	44	11.4
132	2.3	2.4	1.2		3.0	2.6	1.2	*	73	61	6.6
133	1.7	1.9	1.0		1.5	2.3	1.2	*	63	56	11.0
134	1.9	2.0	1.1		2.4	2.2	1.3		13	19	8.4
135	3.9	3.4	1.3	*	4.0	2.6	1.4	*	31	51	15.2
136	1.5	1.8	.9		1.8	2.0	1.0		72	73	8.3
137	2.1	2.2	1.0		2.0	2.2	1.2		59	53	9.2
138	2.5	2.6	1.3		2.3	2.0	1.1		43	38	10.5
139	2.3	2.3	1.2		2.4	2.6	1.3		49	52	8.3

	Student Preferences				Faculty Preferences				Student Opinion			
Item	Mean LACC (n=100)	Mean 100 Colleges	Std. Dev. 100 Colleges		Mean LACC (n=50)	Mean 100 Colleges	Std. Dev. 100 Colleges		% Ans. True LACC (n=100)	% Ans. True 100 Colleges	Std. Dev. 100 Colleges	
140	1.8	2.1	1.1		1.8	2.1	1.1		70	28	14.6	*
141	1.6	1.8	1.0		1.5	2.3	1.3	*	75	77	7.4	
142	1.7	1.8	1.0		1.6	2.3	1.4	*	91	82	6.5	
143	2.8	2.3	1.0	*	2.6	2.3	1.2		38	71	13.4	*
144	2.7	2.6	1.2		2.4	2.9	1.2	*	48	69	13.0	
145	1.9	2.0	1.1		2.2	2.4	1.4		54	56	10.2	
146	2.8	2.8	1.2		3.0	2.5	1.4	*	80	73	6.8	
147	1.6	2.0	1.1	*	1.8	1.8	1.0		80	77	7.8	
148	1.5	1.5	.9		1.6	2.4	1.1	*	80	70	6.6	
149	2.2	2.0	1.2		2.4	2.3	1.2		72	76	6.5	
150	2.6	2.4	1.3		2.5	3.0	1.5	*	45	25	24.4	
151	2.7	2.6	1.2		2.8	2.4	1.2	*	76	70	6.6	
152	2.6	2.7	1.3		2.1	1.9	.9		57	56	10.5	
153	2.6	2.4	1.0		2.7	2.1	1.1	*	61	65	8.3	
154	4.0	3.9	1.3		4.4	2.4	1.4	*	48	34	8.7	
155	1.8	2.0	1.0		1.8	2.7	1.4	*	93	83	13.0	
156	2.0	2.0	1.2		3.2	2.3	1.2	*	61	67	7.7	
157	2.9	2.8	1.2		2.8	2.2	1.1	*	34	36	7.6	
158	3.3	3.2	1.4		2.4	2.4	1.2		69	50	8.3	
159	2.7	3.1	1.3		2.5	3.4	1.4	*	63	50	9.5	
160	1.7	1.8	1.0		1.7	2.3	1.4	*	82	74	7.6	
161	1.8	1.9	1.0		1.6	1.8	.9		68	63	9.1	
162	3.4	3.2	1.3		3.4	2.5	1.2	*	31	30	10.7	
163	3.0	2.7	1.3		2.8	2.3	1.2	*	96	88	8.4	
164	3.4	2.9	1.4	*	3.9	2.7	1.4	*	64	54	8.8	
165	1.5	1.7	1.0		1.3	1.7	.9	*	71	77	7.4	
166	2.1	2.2	1.0		1.8	2.1	1.1		70	54	10.9	
167	3.1	3.1	1.3		4.0	2.4	1.3	*	48	61	11.0	
168	2.1	2.2	1.1		1.7	2.7	1.3	*	66	72	7.8	
169	2.8	2.9	1.3		3.5	3.2	1.4		57	53	8.3	
170	3.6	3.4	1.3		4.6	2.8	1.5	*	31	28	7.9	
171	3.5	3.4	1.4		4.2	3.2	1.3	*	60	46	9.7	
172	3.9	3.7	1.5		4.7	2.9	1.5	*	32	34	8.6	
173	2.5	2.6	1.2		2.6	2.5	1.3		25	28	11.1	
174	1.8	1.8	1.0		1.6	3.2	1.2	*	45	64	8.9	
175	2.0	2.1	1.1		1.8	1.8	.9		69	68	8.7	

Item	Student Preferences				Faculty Preferences				Student Opinion			
Item	Mean LACC (n=100)	Mean 100 Colleges	Std. Dev. 100 Colleges		Mean LACC (n=50)	Mean 100 Colleges	Std. Dev. 100 Colleges		% Ans. True LACC (n=100)	% Ans. True 100 Colleges	Std. Dev. 100 Colleges	
176	2.1	2.0	1.0		2.4	2.4	1.1		17	49	16.8	
177	3.1	3.0	1.2		3.8	2.6	1.4	*	29	41	11.7	
178	1.9	2.1	1.0		2.3	2.5	1.3		64	41	13.7	
179	3.3	3.0	1.2		3.0	2.2	1.2	*	13	28	9.9	
180	1.9	2.2	1.0		2.1	2.8	1.5	*	52	43	10.2	
181	2.2	2.3	1.1		2.6	2.3	1.3		53	37	9.8	
182	1.7	1.9	1.0		1.6	2.0	1.1		64	64	8.1	
183	2.0	2.2	1.0		1.9	1.7	.9		72	44	13.8	*
184	1.7	2.1	1.0		1.7	2.8	1.5	*	62	40	14.3	
185	3.5	3.2	1.3		3.5	2.5	1.3	*	51	50	8.6	
186	2.2	2.2	1.1		2.6	2.0	1.1	*	52	63	7.9	
187	1.6	1.9	1.0		1.6	1.9	1.1		72	46	13.3	*
188	2.1	2.2	1.0		1.7	2.9	1.5	*	67	58	9.6	
189	1.8	2.0	1.0		1.7	2.5	1.4	*	77	61	11.6	
190	2.2	2.5	1.2		2.5	2.5	1.2		47	46	9.7	
191	2.6	2.7	1.0		2.4	2.4	1.1		28	22	8.9	
192	2.4	2.3	1.2		2.8	2.7	1.2		85	72	13.2	
193	1.6	1.7	1.0		1.9	2.3	1.2		88	73	11.5	
194	2.5	2.9	1.4		3.6	2.2	1.2	*	83	74	8.1	
195	1.7	1.8	1.0		1.6	2.6	1.4	*	91	80	7.3	
196	2.7	2.5	1.0		2.9	2.0	1.0	*	50	76	12.3	*
197	2.9	3.0	1.1		3.3	2.1	1.2	*	68	55	10.3	
198	1.4	1.6	.8		1.4	2.0	1.1	*	79	77	7.2	
199	1.7	2.1	1.0	*	1.7	2.6	1.3	*	74	75	6.9	
200	2.2	2.4	1.3		2.0	2.1	1.1		34	33	9.7	
201	3.5	3.5	1.4		3.2	2.2	1.3	*	56	55	14.7	
202	2.2	2.3	1.0		2.2	2.3	1.3		28	59	16.0	
203	2.9	2.8	1.2		3.2	2.2	1.2	*	85	80	5.0	
204	3.3	2.8	1.2	*	3.6	2.9	1.3	*	23	56	15.9	
205	1.8	1.9	1.1		2.2	2.4	1.4		33	49	10.9	
206	1.8	1.7	1.0		1.8	2.5	1.4	*	42	47	13.6	
207	2.7	2.7	1.2		2.1	1.8	1.0	*	78	66	7.2	
208	2.7	2.4	1.1		3.1	2.3	1.1	*	34	73	11.6	*
209	2.0	2.0	1.0		2.1	2.3	1.2		57	73	9.3	
210	3.5	3.3	1.3		4.4	3.0	1.4	*	12	26	10.0	
211	2.5	2.7	1.2		3.1	2.4	1.2	*	48	30	8.6	*

	Student Preferences				Faculty Preferences				Student Opinion			
Item	Mean LACC (n=100)	Mean 100 Colleges	Std. Dev. 100 Colleges		Mean LACC (n=50)	Mean 100 Colleges	Std. Dev. 100 Colleges		% Ans. True LACC (n=100)	% Ans. True 100 Colleges	Std. Dev. 100 Colleges	
212	2.2	2.4	1.1		1.8	2.0	1.0		42	37	14.2	
213	2.0	2.0	1.1		1.8	2.0	1.1		56	55	7.6	
214	1.7	1.9	1.0		1.6	2.4	1.4	*	40	41	10.2	
215	4.1	3.7	1.3	*	4.6	2.7	1.5	*	30	45	11.0	
216	2.2	2.1	1.2		2.4	2.2	1.2		32	40	8.9	
217	2.3	2.5	1.1		2.4	2.2	1.1		41	42	14.8	
218	2.9	3.0	1.3		2.9	2.3	1.2	*	45	37	7.4	
219	4.2	3.8	1.4		4.5	3.3	1.5	*	17	23	8.0	
220	2.1	2.2	1.2		2.0	2.2	1.4		44	32	8.0	
221	2.0	2.0	1.1		2.2	1.9	1.0		30	58	12.8	*
222	2.6	2.4	1.2	*	3.1	2.5	1.3	*	55	74	11.8	
223	2.0	1.8	1.1		1.8	2.3	1.2	*	25	44	12.9	
224	1.8	1.8	1.1		1.9	2.7	1.5	*	71	61	10.6	
225	1.7	1.9	1.1		1.5	1.7	.9		40	45	13.0	
226	2.0	2.0	1.0		2.1	2.2	1.1		38	55	11.1	
227	2.6	2.7	1.2		3.0	2.4	1.3	*	37	66	11.2	*
228	2.9	2.5	1.3		2.7	2.7	1.3		10	17	14.1	
229	2.7	2.6	1.3		2.1	3.1	1.4	*	21	33	7.5	
230	2.1	2.1	1.1		2.7	2.8	1.4		43	68	12.2	
231	2.4	2.5	1.1		2.3	3.2	1.3	*	41	25	11.5	
232	2.0	2.2	1.2		1.9	3.0	1.5	*	36	24	10.4	
233	1.8	1.9	1.0		1.8	2.5	1.3	*	63	54	10.8	
234	2.1	2.1	1.0		1.7	2.2	1.2	*	62	44	10.2	
235	1.9	2.0	1.1		1.4	1.8	.9	*	56	49	8.9	
236	2.1	2.1	1.2		1.9	2.4	1.1	*	32	18	11.0	
237	2.6	2.7	1.2		2.4	2.6	1.3		21	11	6.5	
238	1.9	2.1	1.1		1.9	2.5	1.4	*	64	41	10.3	*
239	2.0	2.0	1.1		1.6	2.2	1.2	*	71	40	11.7	*
240	1.7	1.8	1.1		1.6	2.7	1.5	*	72	65	8.5	
241	3.7	3.2	1.4	*	3.7	2.3	1.2	*	24	32	9.7	
242	2.8	2.5	1.3		3.4	2.0	1.1	*	57	43	13.2	
243	2.0	2.4	1.4		2.2	1.8	1.0	*	71	52	13.3	
244	2.4	2.6	1.4		3.3	2.8	1.5	*	70	67	10.6	
245	2.9	2.7	1.2		3.3	2.5	1.3	*	51	41	7.3	
246	1.5	1.7	1.0		1.6	2.1	1.2	*	63	57	11.7	
247	1.8	1.8	1.1		2.1	1.9	1.1		56	67	9.6	

Item	Student Preferences				Faculty Preferences				Student Opinion		
Item	Mean LACC (n=100)	Mean 100 Colleges	Std. Dev. 100 Colleges		Mean LACC (n=50)	Mean 100 Colleges	Std. Dev. 100 Colleges		% Ans. True LACC (n=100)	% Ans. True 100 Colleges	Std. Dev. 100 Colleges
248	3.2	2.8	1.3		3.6	2.9	1.4	*	49	60	8.7
249	4.1	3.6	1.5	*	4.5	2.5	1.4	*	29	27	8.3
250	3.4	2.9	1.2	*	3.5	2.6	1.2	*	53	62	11.9
251	3.2	3.0	1.2		3.2	2.4	1.2	*	65	57	8.2
252	2.2	2.0	1.2		3.1	2.6	1.2	*	38	42	16.1
253	2.7	2.5	1.2		3.1	2.3	1.1	*	66	61	9.4
254	2.3	2.6	1.3		2.3	2.3	1.3		45	57	9.9
255	2.4	2.2	1.1		2.5	2.6	1.4		66	59	12.7
256	2.0	1.9	1.2		2.2	2.0	1.0		57	57	18.8
257	1.7	1.8	1.1		1.8	2.1	1.1		71	66	11.7
258	2.3	2.1	1.1		2.1	1.9	1.1		41	40	14.1
259	3.9	3.5	1.4		4.1	2.6	1.3	*	25	36	10.2
260	2.8	2.5	1.3		3.1	2.1	1.1	*	85	75	7.4
261	1.7	1.8	1.0		1.5	2.4	1.3	*	63	56	9.6
262	1.7	2.0	1.1		1.9	2.3	1.3		78	68	8.4
263	2.1	2.3	1.1		2.0	2.3	1.2		33	30	8.6
264	2.4	2.6	1.3		2.8	2.9	1.2		53	42	9.4
265	4.2	3.8	1.5		4.3	2.4	1.3	*	25	35	9.5
266	3.4	3.0	1.4		4.3	2.5	1.4	*	46	57	10.0
267	2.4	2.2	1.1		1.8	2.9	1.0	*	58	50	9.3
268	2.4	2.4	1.2		2.0	2.4	1.1		36	37	9.4
269	3.0	2.9	1.3		3.3	2.3	1.2	*	61	54	6.5
270	1.8	1.9	1.1		1.5	3.0	1.4	*	59	54	10.9
271	2.0	1.9	1.0		2.1	2.5	1.2		51	66	8.4
272	2.0	2.0	1.2		2.0	2.0	1.0		45	45	9.5
273	1.8	2.0	1.1		1.9	2.0	1.1		63	41	14.7
274	1.9	2.0	1.2		1.8	2.4	1.4	*	57	58	11.1
275	2.0	1.9	1.1		2.0	2.7	1.5	*	59	61	8.4
276	1.5	1.5	1.0		1.5	2.2	1.2	*	68	77	9.2
277	2.1	2.1	1.2		2.1	2.2	1.1		49	72	8.6
278	3.1	2.7	1.3		2.6	2.4	1.2		8	17	8.1
279	3.4	3.0	1.4		3.5	3.3	1.4		75	64	7.1
280	1.6	1.7	1.1		1.8	2.3	1.4	*	83	71	9.6
281	2.1	2.2	1.2		1.8	1.9	1.0		67	34	12.8
282	2.7	2.6	1.2		2.4	2.4	1.2		23	18	5.8
283	1.8	2.0	1.1		1.8	2.3	1.2	*	72	53	16.7

Item	Student Preferences				Faculty Preferences				Student Opinion			
	Mean LACC (n=100)	Mean 100 Colleges	Std. Dev. 100 Colleges		Mean LACC (n= 50)	Mean 100 Colleges	Std. Dev. 100 Colleges		% Ans. True LACC (n=100)	% Ans. True 100 Colleges	Std. Dev. 100 Colleges	
284	3.6	3.0	1.5	*	3.8	2.8	1.4	*	43	53	8.4	
285	1.7	1.9	1.2		1.7	1.7	.9		71	49	15.0	
286	2.0	2.2	1.1		2.0	2.2	1.0		66	45	10.1	*
287	1.9	2.0	1.1		1.6	2.5	1.3	*	70	69	7.2	
288	3.2	2.8	1.3		3.5	2.7	1.3	*	45	55	7.7	
289	3.8	3.3	1.5	*	4.2	3.2	1.3	*	28	56	12.0	*
290	3.5	3.0	1.3	*	3.7	2.8	1.4	*	51	64	8.5	
291	3.0	2.6	1.4		3.3	3.2	1.3		19	19	7.6	
292	3.8	3.1	1.5	*	3.6	3.0	1.4	*	41	40	7.2	
293	3.9	3.3	1.5	*	4.0	2.5	1.3	*	40	47	8.0	
294	2.8	2.6	1.2		3.5	2.2	1.1	*	61	47	16.2	
295	1.9	1.9	1.1		2.2	2.8	.9	*	68	71	8.3	
296	3.3	2.9	1.5		3.1	2.4	1.1	*	15	16	5.7	
297	3.8	3.3	1.5	*	3.6	2.5	1.3	*	25	39	8.1	
298	4.0	3.5	1.5	*	4.0	2.6	1.3	*	64	51	7.6	
299	2.8	2.9	1.5		2.9	2.3	1.2	*	44	41	10.7	
300	2.6	2.3	1.3		2.7	2.7	1.4		61	76	7.5	*